



INDEPENDENT EXAMINATIONS BOARD

NATIONAL SENIOR CERTIFICATE

SUBJECT ASSESSMENT GUIDELINES

LIFE ORIENTATION

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1. MEANS OF ASSESSMENT

School-based assessment [280]

Common Assessment Task (CAT) Part B [120]

400 marks

2. ASSESSMENT REQUIREMENTS

1. Two internal tasks
2. Physical Education Task (PET) (with written component)
3. Community service task (with reflection piece)
4. A Common Assessment Task (CAT) comprising of two sections:
Part A and Part B.
 - Mark breakdown can be found in Administration and Support Documentation Document 4.1.

MEANS OF ASSESSMENT		
TASK	MARKS	
2 x Internal Tasks	2 x 60 marks	120 marks
Physical Education Task	40 marks	40 marks
Community Service Task (20 hours community service & written reflection)	40 marks	40 marks
Common Assessment Task Part A	Part 1: 20 marks Part 2: 60 marks	80 marks
Common Assessment Task Part B	70 marks (converted to 120 marks)	120 marks
TOTAL: 400 marks		

2.1 TWO INTERNAL TASKS

Two tasks must be set on the content sub-topics (recommended 80–100 marks each). The analysis grid of cognitive levels and marking guidelines must be made available in the teacher file for each task.

Evidence of learner's work and the assessment tools used must be present in the learner file.

Examples of internal tasks include:

- Research report
- Controlled task (test) (must be at least an hour in length)
- Case Study
- Oral or class presentation
- Exhibition (gallery walk; assembly presentation; installation piece)
- Personal branding task
- Discursive essay

2.2 PHYSICAL EDUCATION TASK

The PET is a long-term programme accompanied by a substantial written response (reflection report). The task must be completed over two months or more.

The PET must show progression and reflection over a sustained period of time. Marks must be allocated for effort, involvement and the written report, and not for ability or performance.

The PET description, analysis grid as well as marking guidelines for the written report must be available in the teacher file.

Learners with barriers to physical activity: the PET must be adapted for those learners with barriers to physical activity. This may be a theoretical task on physical activity. A medical note must be included with the task.

If a learner is injured for a portion of the duration of the task, a doctor's note or school letter must be provided for the component missed. If a learner is injured for the entire task, an alternative date must be set for this learner to complete the task before September of the Grade 12 year.

2.3 COMMUNITY SERVICE TASK

Community Service is a valuable experience for learners as it fosters personal growth, enhances social skills, assists with the development of empathy, and makes a meaningful impact on communities. It is a task that provides learners with an opportunity to develop and practice the attitudes and values epitomised in the curriculum.

Learners should be conscious of the above when selecting how to complete their community service task requirement.

2.3.1 Requirements

20 hours of community service and a reflection piece is necessary to meet the requirements of the community service task.

The required community service hours can be completed from Grade 10–12.

Learners are credited with 2 marks per 1 hour of community service completed. E.g. 5 hours of community service equates to 10 marks; 20 hours of community service equates to 40 marks.

A written reflection task must be completed by learners on completion of the community service component. This written reflection task must focus on the learner's personal growth, challenges associated with the task and remediation. Whilst the reflection task does not count for marks, it is essential in order to show the learner's development in completion of the community service task.

A reflection piece can take the form of a short essay, or a set of questions that require the learner to reflect on the experience.

Should a learner be unable to complete the community service task due to a valid reason (such as a medical condition) the school must contact the IEB.

2.3.2 Evidence of Completed Community Service Hours

It is the school's responsibility to verify the hours completed by the learners.

Learners are required to complete Annexure A: LO Community Service Log to record the hours completed.

In addition, photographs and/or videos of learners completing the tasks may be used to supplement their records. Letters, correspondence and/or certification from community service organisations, where available, must be included.

Annexure A: LO Community Service Log and associated evidence, as well as the personal reflection task must be included in the Learner SBA file.

2.3.3 Community Service Guidelines

Community service is service completed for the greater community.

There are two categories of community service:

Type of Community Service	Interactive community service	Support Service community service
Description	Volunteer activities that involve direct engagement and active participation between learners and the community. Emphasises face-to-face interaction, collaboration, and hands-on involvement with community members.	Action taken, or help provided to assist communities where support in the provision of basic needs and services is lacking. Involves solitary or behind-the-scenes work.
Examples of Community Service	• Tutoring / teaching (online or in-person) people who are disadvantaged • Coaching / assisting with sports teams from communities who are disadvantaged • Outreach programmes • Volunteering at - Animal shelters - Soup kitchens - Homes for the elderly - Homes for children or people who are vulnerable - NGOs or NPOs	Learners may complete a maximum of 5 hours of Support Service Community Service Tasks per year. See Support Service Community Service Guidelines for further information. (The spreadsheet can also be found in the LO folder of the IEB website)

	- Administrative assistance at police stations, clinics, NGOs or NPOs • Environmental clean ups • Pavement adoption • Community vegetable gardens • Public art projects	 LO Community Service Support Service
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Community Service hours may not be completed for service to the school. For example, learners may not accumulate community service hours assisting school PR tasks or school sports or cultural events.

However, schools may organise community service events and outreach activities, and use school time for learners to complete community service provided it is for the greater community.

Assisting at 'for-profit organisations' does not constitute community service. Examples of this include working at a business or company, or job shadowing at a hospital.

2.4 COMMON ASSESSMENT TASK (CAT)

Part A

This task is externally set and assessed at school level. The task consists of short questions and a longer response item. The task is made available at the beginning of the academic year.

Part B

CAT Part B is an external assessment written on a predetermined date under controlled conditions. It is marked at school level and moderated externally by the IEB.

CAT Part B is focused on the topic covered in CAT Part A.

The task consists of short questions on stimulus material for 30 marks. This is followed by a discursive essay for 40 marks. (The discursive essay rubric can be found in Administration and Support Documentation Document 4.5)

CAT Part B is 2 hours in length.

The mark out of 70 is converted to a mark out of 120. The conversion is completed by the IEB.

2.5 SCHOOL-BASED ASSESSMENT GUIDELINES

Submission of files for SBA moderation by sampled schools/centres is electronic. Moderators will communicate with the schools/centres allocated to them on what the system requirements are. Email, Dropbox, or any other electronic communication system agreed to between the Regional Moderator and the school must be used.

Teacher file

The teacher's file must contain the following:

- Overall IEB rank order mark sheet. (Administrative and Support Documentation Document 4.4)
- Alphabetical spreadsheet of marks – showing the collation of individual marks and the conversion as per the learner coversheet. (Administrative and Support Documentation Document 4.1). Marks for tasks must be calculated to two decimal places and rounded off for the total.
- Grade 12 tasks, analysis grids and marking guidelines.
- Evidence of internal moderation
- The Teacher File Moderation sheet (Administrative and Support Documentation Document 4.2)

Learner File

- The file is intended to support the teacher's assessment of the learner's performance in the subject. Overall, the coursework in the file should be characteristic of the learner's general level of competence.
- Schools are responsible for their internal moderation. Evidence of this moderation should be included in the Teacher's File.
- The task sheet and assessment tool must be attached to the learner's work.
- There must be evidence of assessment/evaluation on each piece of work.
- Plagiarism is not tolerated. The school's plagiarism policy should be applied in instances of plagiarism. Candidates should include complete AI Declaration Forms with all pieces completed.
- The pieces of work included must be weighted according to the mark sheet.
- The Learner File Moderation sheet (Administrative and Support Documentation Document 4.3)

3. WEIGHTING ACCORDING TO TAXONOMY OF COGNITIVE LEVEL

Based on Revised Bloom's Taxonomy of Educational Objectives

± 3%	Level	Description	Explanation	Skills demonstrated	Action verbs
10%	6	Creating	The ability to put elements together to form a new whole.	Use old ideas to create new one, generalise from given facts, relate knowledge from several areas, draw conclusions.	Integrate, combine, modify, compile, construct, account for, suggest, prove.
15%	5	Evaluating	Making judgements based on certain criteria.	Compare and contrast between ideas; assess value of theories; make choices based on reasoned arguments; verify value of evidence; recognise bias; make predictions; review an idea critically.	Assess, evaluate, predict, design, justify, verify, interpret, debate.
15%	4	Analysing	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among elements are recognised.	Identifying patterns, recognising relationships between patterns, organisation of parts, identification of components.	Analyse, order, explain, connect, classify, compare, contrast, annotate, distinguish, diagram, illustrate, formulate, elaborate, explore.
20%	3	Applying	The ability to use information in new situations.	Use information, use various methods, concepts, theories in new situations, solve problems using required skills and knowledge.	Apply, demonstrate, show, solve, examine, modify, construct, prepare, classify, interview, comment, determine.
20%	2	Understanding	First level of understanding, recall and understand information, describe the meaning of.	Understand information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, predict consequences.	Summarise, describe, calculate, discuss, estimate, explain, gives an example, outline, demonstrate, distinguish.
20%	1	Remembering	Act of remembering facts. Only recall.	Observation and recall of information; repetitive knowledge.	List, define, name, identify, match, observe, locate, label, select.

4. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

4.1 LEARNER COVERSHEET

NAME OF LEARNER: _____

EXAMINATION NUMBER

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	SBA ITEM	Raw Score	Mark
CAT A	CAT A Part 1	/20	
	CAT A Part 2	/60	
	Total		/80
Physical Education Task (with written component)			/40
Community service Task (with reflection piece)			/40
Task 1			/60
Task 2			/60
			Total out of
			/280*

I certify that these marks are the learner's for the school-based assessment.

Signature of Teacher: _____ Date: _____

I certify that these marks for the school-based assessment are my own.

Signature of Learner: _____ Date: _____

**The IEB LO Excel Marksheet must also be used to capture the learner internal SBA marks. The spreadsheet can also be found in the LO SAGs folder of the IEB website*

4.2 MODERATION SHEET: TEACHER'S FILE

Examination Centre: _____

Item	Yes	No	Comment
Alphabetical spreadsheet of marks			
IEB Rank order form			
Evidence of Internal and / or External Moderation			
4 pieces (Comm Service; PET; 2 x internal tasks)			
CAT A			
Appropriate Marking Guidelines			
Analysis Grids			

Tasks

	Yes	No	Coverage of Cognitive Levels (imbalanced, balanced, adequate, inadequate)	Comment
Task 1				
Task 2				
Physical Education Task (PET) with written task				
CAT A:				
Part 1				
Part 2				
Community Service Task (with reflection piece)				

Comments:

Name of Moderator: _____ **Signature:** _____

Date: _____

4.3 MODERATION SHEET: LEARNER FILE

NAME OF LEARNER: _____

EXAMINATION NUMBER

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Item	Yes	No	Comment
Coversheet with marks			
Tasks:			
4 pieces (Comm Service; PET; 2 x internal tasks)			
CAT A Part 1			
CAT A Part 2			

Tasks

	Yes	No	Marking according to Rubric or Marking Guidelines (Yes/No)	Comment
Task 1				
Task 2				
Physical Education Task (PET) with written component				
Community Service Task (with reflection piece)				
CAT A Part 1				
CAT A Part 2				

Comments:

Name of Moderator: _____ **Signature:** _____

Date: _____

4.4 SBA RANK ORDER MARK SHEET

CENTRE NO.:

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EXAMINATION NUMBER:

[illegible]

LEARNERS LISTED IN RANK ORDER OF MARKS
(HIGHEST TO LOWEST)

[illegible]

MARK 280

[illegible]

4.5 DISCURSIVE ESSAY RUBRIC

CRITERIA	MARKS
	Level 7+
A clear position has been adopted and focus is consistent throughout the essay.	40
The argument is thought-provoking, insightful. It offers a unique 'own voice' perspective by drawing on appropriate, detailed and specific examples.	39
The examples have been seamlessly integrated into the argument.	38
Displays thorough understanding of issues within the context of the question.	37
The argument is skilfully sustained and wholly convincing with alternative perspectives/arguments taken into account and have been thoroughly justified.	36
It is crisply and clearly expressed.	
	Level 7
A clear position has been adopted and focus is consistent throughout most of the essay.	35
The argument is thorough and logically developed with a range of appropriate, specific examples to support the learner's viewpoint.	34
The examples have been clearly integrated into the argument.	33
Shows excellent evidence of understanding issues within the context of the question.	32
The argument is mostly sustained and largely convincing with alternative perspectives/arguments taken into account and have been thoroughly justified.	
It is clearly expressed.	
	Level 6
A clear position is evident within the argument.	31
Learner focuses on question however, there may be some lapses.	30
The argument is clear, has substance and is logically developed with a range of mostly relevant, specific examples to support the learner's viewpoint.	29
Understands – and engages with – the issues within the question's context.	28
The argument is sustained with minor lapses in logic OR relevance, but it is largely convincing.	
It is clearly expressed in most places.	
	Level 5
A clear position is taken by the learner.	27
Lapses in focus and/or implied focus in places.	26
The argument is evident and some relevant, specific examples are provided in an effort to support the learner's viewpoint.	25
The examples are not always successfully integrated into the argument.	24
The learner has made an effort to unpack the issues within the context of the question.	
The focus of the argument tends to deviate and may lack in logic.	
It is adequately expressed.	
	Level 4
The learner has attempted to adopt a position.	23
The focus on the question tends to be thin rather than substantive; essay is largely narrative.	22
Alludes to issues within the context of the question.	21
The argument is superficial and examples provided are vague and generalised in places.	20
The argument lacks focus and is poorly sustained.	
The expression is sometimes awkward, but the learner can communicate their ideas.	
	Level 3
The learner's position is vague or unclear.	19
There is no distinct argument present – weak or no examples have been provided in an attempt to answer the question. Vague statements allude to the question's context.	18
There is evidence of repetition of ideas.	17
Argument lacks focus, cohesion and logic.	16
The expression is clumsy and may impact upon the overall meaning that the learner is trying to communicate.	
	Level 2
No position is provided by the learner.	15
Argument is implied; learner does not explicitly address the question.	14
The response provides some examples, but these are not linked to the question OR No examples are given and statements do not address the topic.	13
The response is narrative and the content is repetitive.	12
Expression is flawed and prevents the learner from communicating their ideas.	

	Level 1
There is no connection to the question and the ideas that are provided are irrelevant. Examples are haphazard and serve no purpose. Expression is often incomprehensible and may be unintelligible.	0–11
Marking Codes: Gap: candidate leaves out a core fact / lacks detail with regards to a core fact = Λ Stance: learner has taken a stance on the question topic = S Counter Argument: learner has engaged with a counter argument = CA Narrative: restating points from sources / making statements without justification = N Focus: candidate has successfully linked evidence to argument / to the question statement = F / $\checkmark$ Attempted focus: when the candidate has relevant evidence and has tried to link to the topic but has not linked fully = AF Implied focus: when the candidate has evidence about the topic, but not linked the evidence to argument, is rather narrative and the link is implied = IF Repetition: When the arguments are repetitive = R Irrelevant: statements do not directly link to the topic statements / off-topic = OT Vague: generalised; sweeping statements which lack detail = V	

5. CONTENT

Topic	Grade 10	Grade 11	Grade 12
DEVELOPMENT OF THE SELF IN SOCIETY	- Self-awareness, self-esteem and self-development - Power, power relations and gender roles - Value of participation in exercise programmes - Life roles: nature and responsibilities - Changes towards adulthood - Decision-making regarding sexuality - Recreation and emotional health	- Plan and achieve life goals: problem-solving skills - Relationships and their influence on well-being - Healthy lifestyle choices: decision-making skills - Role of nutrition in health and physical activities - Gender roles and their effects on health and well-being	Life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life: - Identify stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure). - Assess levels of stress: signs and symptoms of stress, positive stress and negative stress. - Stress management: coping mechanisms and/or management techniques, develop and implement own strategy. - Conflict resolution skills: interpersonal and intrapersonal (role plays, scenarios). - Initiating, building and sustaining positive relationships: importance of communication (understanding others, communicating feelings, beliefs and attitudes). - Factors that influence effective communication: personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others. - Adapting to growth and change: change in circumstances. - Transition between school and post-school destination, positive and negative aspects of change. Personal lifestyle plan to promote quality of life. Human factors (accidents, crises and disasters: psychological, social, religious, cultural practices) that cause ill-health, and different knowledge systems: - Diseases: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS, malnutrition, malaria, cholera, related to poverty and/or lifestyle. - Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour. - Intervention strategies: prevention and control, early detection, treatment, care and support.

Topic	Grade 10	Grade 11	Grade 12
PHYSICAL EDUCATION	- Physical fitness: programmes to promote well-being - Skills in playground and/or community and/or indigenous games - Environmentally responsible outdoor recreational group or individual activities - Skills in traditional and/or non-traditional sport - Safety issues	- Improvement of current personal level of fitness and health - Umpiring and leadership skills in self-designed and modified games (teach peers) - Various leadership roles in a self-designed recreational group activity - Umpiring and leadership skills in self-designed and modified sport (teach peers) - Safety issues	Participation in programmes that promote: - achievement of personal fitness and health goals. - long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity. Safety issues relating to: - fitness exercises. - participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity.
STUDY SKILLS* (*not for assessment purposes)	- Study skills and study methods - Process of assessment: internal and external - Annual study plan	- Study styles and study strategies - Examination writing skills - Time-management and annual study plan - Goal-setting skills	Reflect on the process of assessment and examination writing skills and apply these skills: - revise own study skills, strategies and styles - revise examination writing skills (read the question, plan the response, answer the questions, etc.) Importance of obtaining the National Senior Certificate (NSC): develop a study plan for Grade 12: - revision of own study skills - revision of examination writing skills - study timetable for final examinations

Topic	Grade 10	Grade 11	Grade 12
CAREERS AND CAREER CHOICES	- Subjects, career fields and study choices: decision-making skills - Socio-economic factors - Diversity of jobs - Opportunities within career fields - Trends and demands in the job market - The need for lifelong learning	- Requirements for admission to higher education institutions - Options for financial assistance for further studies - Competencies, abilities and ethics required for a career - Personal expectations in relation to job or career of interest - Knowledge about self in relation to the demands of the world of work and socio-economic conditions	Planning and preparation for Post Matric: interviews, etiquette: - Identifying and unpacking transferable skills such as: computer skills, presentation and public speaking skills Reasons for and impact of unemployment - Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs. - Financial and social viability of entrepreneurship and other employment options. - The impact of corruption and fraud on the individual, company, community and country Structures and Processes that apply to the working world: - Awareness of SARS tax obligations - Core elements of a job contract: worker rights and obligations; conditions of service - Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act - Principles of equity and redress - Recruitment process: general trends and practices - Trade unions and organised labour - Work ethics and societal expectations - A short CV, for application for part-time or full-time employment or for a bursary The value of work: how work gives meaning to life
DEMOCRACY AND HUMAN RIGHTS	- Diversity, discrimination, human rights and violations - National and international instruments and conventions - Major religions - Ethical traditions and/or religious laws of major religions in South Africa - Indigenous belief systems in South Africa - Biases and unfair practices in sport	- Democratic participation and democratic structures - Role of sport in nation building - Contributions of South Africa's diverse religions and belief systems to a harmonious society	Responsible citizenship: - Evaluating own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights - Discussion of projects, campaigns and events which address discrimination and human rights violations The role of the media in a democratic society: - Freedom of expression and limitations - Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society) - Critical analysis of media and campaigns - Coverage of sport, sports personalities and recreation activities Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders

Topic	Grade 10	Grade 11	Grade 12
SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	- Contemporary social issues that impact negatively on local and global communities - Social skills and responsibilities to participate in civic life	- Environmental issues that cause ill- health - Climate change - Participation in a community service addressing an environmental issue	Community responsibility to provide environments and services that promote safe and healthy living: - Responsibilities of various levels of government: laws, regulations, rules and community services - Educational and intervention programmes; impact studies Formulate a personal mission statement and evaluate its impact based on: - Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices Explore laws and regulations relating to coming of age

6. AI CANDIDATE DECLARATION

Candidate Name	
Subject	
Assessment Title	
Teacher	
Assessment Due Date	

I (full name), _____, hereby confirm that:

- I have read and understood my school's policy relating to Academic Dishonesty.
- The task submitted has been completed in full by me.
- I have clearly indicated in the task any sections work that were generated or assisted by AI, giving credit where it is due.
- I have adhered to the school policy regarding Academic Dishonesty – specifically, identifying where AI has been used and citing all sources of information.
- I acknowledge that I may have to verbally explain my answers / solutions presented in this task if asked by my teacher.

Candidate Signature: _____ Date: _____

Candidate must complete the table below to declare any use of AI tool in their assessment tasks:

Section of Task	AI Tool Used	Purpose of Use	Extent of AI Use	Candidate's Own Contribution
e.g. Research, drafting, editing	e.g. ChatGPT, Grammarly	e.g. Idea generation, grammar check	e.g. Light, Moderate, Extensive	e.g. Wrote all the content, AI checked grammar

7. ASSESSMENT GRID FOR ASSESSMENT DESIGN



Subject Area: _____

Grade: _____ Date: _____

Topic: _____

Task: _____

			Cognitive levels (adapted Bloom) – LOT (60%) and HOT (40%)					
Question	Sub topic	Action verb of question	Remembering 1	Understanding 2	Applying 3	Analysing 4	Evaluating 5	Creating 6
Total marks per cognitive level								
Total % cognitive level ($\pm 3\%$)			20%	20%	20%	20%	10%	10%



Annexure A:
Life Orientation Community Service Log

Learner name:

Grade:

School:

Centre No.:

Date	Start Time	End Time	Hours Completed	Service Details (organisation name; description of volunteer work)	Name of Supervisor Overseeing CST	Signature of Supervisor

Supporting Table for LO Community Service Log (if applicable):

Date	Organisation Name	Organisation Stamp